Current State of Using English by University Students in Social Communication

Nguyen Thi Thuy Dung[1] & Tran Thi Thuy Lan[2]
[1]Faculty of Basic Science, Tan Trao University, Tuyen Quang, Vietnam
[2]Lecturer, Principal Official of Office of Science Management and International Affairs, Tan Trao University, Tuyen Quang, **Vietnam**

Abstract

Currently, the demand for learning foreign languages is very high, increasing sharply compared to previous years. But students are very busy not only studying subjects but also having to work part-time, so it is difficult to spend time learning foreign languages. Language learning requires an investment of time, with clear goals. Learning to pass an exam is different from learning to communicate. The most important thing is method and determination. English is essential if students without English will be left behind. Especially when learning English, students need to communicate to become a professional skill in the future. However, learning English well and communicating in English are two different categories. Students can learn to read and write very well, but they do not communicate well. Therefore, the paper will present (1) Overview of communicative English, (2) Current status of students' use of communicative English, (3) Solutions to improve students' English communication ability.

Keywords: Using, communicative English, college student

1. Overview of English Communication

The term communication has been defined at different levels. Communication is a dynamic interactive process that involves the effective transmission of facts, ideas, thoughts, feelings, and values. It is not passive and does not happen by accident; We actively and consciously participate in communication to develop the information and understanding necessary for effective team functioning. It is dynamic because it involves many forces and activities interacting over a period of time. The word "process" suggests that communication exists as a flow through a sequence or series of steps. The term "process" also indicates a condition of flow and change. The relationships of those involved in communication are constantly evolving and evolving.

Communication can also be understood as the exchange of meaning and understanding. Meaning is the centre of communication and the transmission of meaning is the central goal of communicate. Communication begins when the sender sends a message signal, that is

perceived by the receiver, who assigns meaning to them and responds to them when necessary. Communication can only be completed if the message sent by the sender is correctly decoded at end of the receiver and understand. Also, communication can be considered effective only if the receiver's response matches the meaning the sender wants to convey.

Communication: The process of expressing ideas, thoughts, feelings, expressions, emotions, language, knowledge, etc. This process may include transactions, exchanges and share. Communication is the basis of human existence. From the cry of a child any human's first communication. Communication is present in the home page. It lasts until social (people with whom we live and share our experiences on a daily basis). It is also tools that frame our culture. Culture in the state of development becomes an integral part of religion. The media is also responsible for domestic management and control. Every aspect of being human is dependent on communication. Or is it political? economic, sociological or technical things such as the development of science and the development and use of technology. Especially, in the current context, communication is of great importance. We live in the world of information technology. Communication is the nerve center of information technology and IT support services. The process of evolution from prehistoric times to modern times when humans have provided proof of its existence through communication. Since the beginning of human civilization, the being has understood the necessity and importance of communication. Now let's understand tact in communication.

By the second half of the 20th century, after the world had witnessed a series of failures in English language teaching methods, the concepts of communicative language teaching and English language teaching were born as a result of efforts to find more effective solutions or pathways. Communicative language teaching is based on the concept of "communicative language". Therefore, before we understand what communicative English teaches, we need to have a thorough understanding of the underlying concepts, including the concepts of "communicative language competence" and "communicative English". Because according to Sandra J. Savigon: "Communicative language teaching (KLT) refers to the processes and objectives in the curriculum. The core teaching concept of communicative language teaching is communicative competence, the term in the early 1970s entered the debate on language use and learning a foreign or second language (Sandra Savignon).

So, what is Communicative Language Teaching?

When asked what methodology they use in their classes, perhaps the majority of language instructors today will name "communicative" as their method of choice. The definitions given when asked for a more in-depth explanation of what they mean by "communicative," however, differ greatly. Does communicative language teaching, or CLT, entail the instruction of conversation, the exclusion of grammar from a course, or a focus on open-ended debate activities as the course's primary components? What do you mean when you talk about training communicative language?

The principles of communicative language teaching can be thought of as a set of guidelines for the objectives of language instruction, the process by which language is learned, the types of classroom activities that best promote language learning, and the roles of teachers and students.

According to Sandra J. Savignon's model, learning occurs through practice and experience in a growing variety of communicative situations and events. As a result, learners will progressively broaden their communicative competence, which includes grammatical competence, conversational competence, societal competence, and strategic competence. Although the relative importance of the components depends on the overall degree of communicative competence, each component is critical. Furthermore, all of the components are always in close proximity. They cannot be created or measured in isolation. Furthermore, when a component improves, it interacts with other components to improve total communicative competence.

The important issue in teaching communicative languages is engaging learners in the communication process in order to build their communicative competence. Furthermore, the process of building communicative competence must take place in situations and contexts that are meaningful to learners. What about English grammar? Many of us may wonder if it is necessary to teach or acquire grammar when learning English for communication. Linguists have verified in numerous documents that grammar is essential in learning and communicating in English. This issue focuses on three major topics: General language rules (including grammar) cannot be excluded from the process of teaching communicative English; teaching English communication is more than just teaching listening and speaking face-to-face; and teaching communicative English is more than just teaching hearing and speaking face-to-face. Teaching communicative language, or communicative English in particular, entails more than just face-to-face hearing and speaking. The principles of communicative language teaching are asserted to apply uniformly to reading and writing. This is important in Vietnam because many people believe that learning English communication means learning both hearing and speaking, or that teaching communicative English means teaching both listening and speaking. It is not essential to abandon all familiar traditional learning materials. Textbooks and workbooks are two examples of traditional learning tools. "Materials intended to encourage communication can be used as memorization, revision, translation, or grammar exercises. A teacher who only has a manual with a translated grammar technique, on the other hand, can definitely teach communicative competence. "Teaching interactive language does not detract from the importance of metalanguage. The learner's metalanguage consciousness is merely an understanding of grammatical, conversational, and socially appropriate language rules. However, grammatical structures must be taught in the framework of meaningful conversation when teaching communicative languages. On the one hand, the above major issues confirm that teaching communicative English develops learners' communication capacity. At the same time, it highlights one of the most fundamental and widespread misconceptions in Vietnam today: learning communicative English does not require learning grammar, or learning communicative English is synonymous with hearing and speaking. Furthermore, many classes conflate teaching English pronunciation or spelling with teaching English communication, which is a big error. Of course, when vocabulary and grammar are the primary focus of an English learning setting in Vietnam, standard pronunciation and communication skills often develop much more slowly. As a result, you will require intensive instruction in proper pronunciation as well as exercise in English communication.

According to Mazouzi (2013), learning activities should be planned with two equally important characteristics in mind: fluency and correctness of speech. Because these are two critical components of communicatively teaching foreign languages. Students' communication skills can be improved through practical exercises in class. As a result, they must comprehend how the linguistic system works. The primary characteristic of speaking activity is fluency, which is the major goal that teachers want their students to accomplish when they are taught speaking skills. According to Thornbury (2005), fluency is the ability to explain a problem in an understandable manner without interfering with the current communication process, causing the listener to get bored and unable to continue listening. Fluency, according to Hedge (2000), is the capacity to react in a cohesive and coherent manner by mixing words and phrases, clearly pronouncing sounds, and applying stress and intonation when speaking.

Speaking accuracy is the second most essential characteristic. If learners want to talk fluently, they must pay attention to grammatical structure, vocabulary, and pronunciation while speaking. As a result, when training students to speak, teachers should emphasize both accuracy and fluency of speech. According to Thornbury (2005), proper grammatical structure utilization while speaking necessitates learners paying attention to the length and complexity of sentences, as well as the whole structure of clauses. To attain lexical correctness, students must select words that are appropriate for the situation. The same word or phrase has various meanings in different situations. To avoid misleading listeners, learners should understand how to use words and idioms properly. Thornbury (2005) stated that pronunciation is another aspect that learners must consider when speaking. To be able to speak English properly, students must understand phoneme rules as well as the pronunciation of various words in English. Furthermore, meta-segmentation characteristics such as stress, intonation, and rhythm must be understood. These characteristics assist learners in speaking English fluently and effectively.

Large corporations and international businesses have increased their investments in Vietnam since it joined the WTO in an effort to grow the market. English turns into a useful tool for employees to assert their competence prior to these chances.

2. The State of Students' English Communication

The reality demonstrates that young people have a wealth of possibilities in global environments due to their quick grasp and quick thinking, but more than half of graduates continue to slog through the job search process and miss out on the chance. because despite learning a foreign language in school, their proficiency in English is still restricted. Thus, it is clear that universities want to increase their students' ability to perform both domestically and abroad. Therefore, it is clear from the shared vision and objective that colleges are very interested in increasing students' proficiency in foreign languages in the current competitive and integrated context.

According to a survey of students who satisfy the requirements of English skills after graduation, approximately 49.3% meet the requirements of users, 18.9% do not, and 31.8% require additional training. This demonstrates that more than half of the students who graduate do not satisfy the English proficiency requirements. This is a concerning situation because many students graduate but are still lacking in foreign languages and required skills, resulting

in a higher unemployment rate after graduation. The peculiarity of Vietnamese university students in general is that they are well taught in grammar while still in school. However, because there are few chances to practice, poor listening and speaking skills lead to frustration when applied in real life. This will be most noticeable when you are in circumstances where you must communicate with foreigners. To successfully learn foreign languages, students must focus on listening and speaking skills and spend more time practicing.

In actuality, students struggle to communicate. In reality, learning a foreign language is similar to a child learning his or her mother tongue: listening, imitating, and speaking, followed by learning to write and read. However, the process of young people learning foreign languages is the reverse, with an emphasis on grammar and a lack of practice, resulting in limited communication ability. Many students have excellent reading comprehension skills, can answer emails and write documents easily, but when they meet foreigners, they falter and are unable to communicate effectively. This is a common situation for most students, and it causes you to miss out on many chances to perform in an international setting. Another fact is that students who master English grammar, graduate with good grades, and have very good English skills, apply to a well-known foreign-invested company but are quickly eliminated in the face-to-face interview with the manager because they are unable to communicate fluently despite having a lot of good ideas but cannot present them. This makes it difficult for students to find employment that match their interests, even if they have a good degree.

3. Solutions For Improving the English Communication Environment for Universal Students

English has emerged as a crucial language and a means of bringing success to everyone in the age of integration, particularly young people. In order not to get lost in the process of globalization, investing time in learning English communication is an important thing that students need to pay more attention to. In order not to miss the opportunity for themselves, and to gain the upper hand after graduation, students must be really active in learning a foreign language because of ingrained concepts and learning methods. The first is to get rid of the shyness and avoidance of having to use English. The second piece of advice is to let go of deep-rooted learning by yourself, that is, students should not passively absorb knowledge from teachers and schools, but increase their own practice time. Listening - Speech reflexes while learning. Young people who are not afraid to take the initiative to communicate in English improve quickly. Most young people today choose to learn to communicate to balance their listening, speaking and reading skills. Therefore, to be a competent communicator, learners must learn to control their emotions. Negative emotional states lead to communication failures, in contrast to positive emotions, the speaker can communicate successfully. Grammatical competence includes knowledge of grammatical rules, sentence structure, vocabulary, and the phonological system. This skill enables learners to grasp structure and express themselves fluently. Discourse skills help to solve coherence and coherence problems in different types of texts. This ability is the mastery of combining meaning and grammatical forms to create meaningful written or spoken texts by using linkage methods to connect discursive forms (such as pronouns, conjunctions, equivalence structures) and semantic linkage rules. Sociolinguistic competence is the rational processing of semantics (e.g., attitudes, speech acts, etc.) and

linguistic form (e.g., vocabulary, nonverbal discourse, intonation). In other words, this skill helps to create appropriate utterances for listeners with different communication purposes and communication rules in different contexts.

Acknowledgements

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